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Notes and Comments.

We have given in a previous number sufficient extracts to show what some teachers think of the results of teaching as they are obliged to practice it. No one has more plainly stated the case than Mrs. Martin, in her lecture at Detroit. We subjoin those pertaining to reading, and ask "Are these things so?" If they are, then we think the money we expend on education is to a large extent thrown away.

As to reading, shall I startle you if I say that, take it for all in all, our pursuit of reading, as an art, has been a failure?

The blindest defender of the existing state of things will not maintain that it is possible to teach rhetorical reading to children under fifteen; and if you believe that we succeed in the humbler branches of the art, let me ask as a test, how many boys and girls of fifteen and under, do we each know, who could read at sight, intelligently and agreeably, for an hour, one of Scott's novels, or the last "Atlantic," or the leading editorial in the morning paper? Or, to put the question in another form, have you ever had occasion, as I have had more than once, to seek for a reader for an invalid or a blind person? If you have, you will, I am sure, admit what I have said—that for the great mass of our school-children (and you may even include the High Schools), the teaching of reading as an art, is a failure. The true test is not the ability to read a set piece with rhetorical effect, but the power to read at sight and continuously, without effort, prose or verse within the capacity of the reader's understanding. We are not likely to mend our ways in this respect until the reading can be made the means of mental development—not a parrot-like imitation of any teacher, however skilled in elocution.

THE principals of the grammar schools of Boston have for the past forty years held monthly meetings. As to the precise nature of these, we are not fully informed; but the meeting always ends up with a social gathering at the Parker House, where various comestibles are furnished at the expense of each teacher in turn. At the last, Joshua Bates, master of the Brimmer school, presided. He said:

I feel that it is the duty, as well as the privilege, of every Boston master to sustain this Association, and to take part in its proceedings and deliberations. I pity that master who, for reasons best known to himself, absents himself from these pleasant and profitable meetings.

They are the life of our profession; and here we gather in friendly consultation, fresh enthusiasm, and profitable suggestions for the month to come. From whatever else you deprive me, cut me not off from these monthly gatherings; and you will not, while these eyes can see the way and these feet can tread the path to the meetings at the City Hall, and to a seat at the festive board.

SINCE the Academies have been so greatly crippled by the free school system, the question has arisen whether the high schools (public) are doing the work of preparing boys for college, formerly the exclusive work of these excellent institutions. The facts in the case, as pertains to scientific departments, are these:

Of the 949 students in New England reported as preparing for scientific colleges, 165 were in city high schools, 768 in academies and special preparatory schools, and 16 in preparatory departments of colleges; while in the northwestern States, of the 1,378 students thus preparing, 489 were in city high schools, 497 in academies and special preparatory schools and 292 in preparatory departments of colleges.

And as to the preparation of students for the classical departments, the following singular facts appear:

In the six New England States, the city high schools are preparing 664 students, the academies are preparing 985 students, and the special preparatory schools and preparatory departments 2,586 students, while the colleges themselves are preparing only 40. In other words, the academies of New England are preparing 3,571, or more than 83 in 100 of students being fitted for superior classical instruction. But in the States of Ohio, Indiana, Illinois, Michigan and Wisconsin, the city high schools are preparing 1,213 students, the ordinary academies 791, other preparatory schools 781, and the preparatory departments of the colleges 9,472; that is to say, 124 per cent. of this work is done by the academies and preparatory schools, and 774 per cent. by the colleges themselves; only about 10 per cent. are preparing in the city high schools. It thus appears that out of every 100 students preparing for college in New England, the colleges of New England are only burdened with the care of 1, while 83 out of every 100 students preparing in the northwestern States mentioned must be drilled by the colleges.

Mixed Schools.

Chief Justice Buskirk, of the Supreme Court of Indiana, has delivered an opinion on the question of mixed schools. The case was that several negroes claimed the right to send their children and grandchildren to the district school provided for white children. In 1769, the State of Indiana passed a law providing for the education of white and colored children in separate schools. The Judge ruled this statute provided for the education of both colors, and was not contrary to law.

It being settled that the Legislature must provide for the education of the colored children as well as for the white children we are required to determine whether the Legislature may classify such children, by color and race, and provide for their education in separate schools, or whether they must attend the same schools without reference to race or color. In our opinion, the classification of scholars on the basis of race or color, and their education in separate schools, involve questions of domestic policy which are within the legislative discretion and control, and do not amount to

an exclusion of either class. In other words, the placing of the white children of the State in one class and the negro children of the State in another class, and requiring these classes to be taught separately, provisions being made for their education in the same branches, according to age, capacity, or advancement, with capable teachers, and to the extent of their pro rata share in the school revenue, does not amount to a denial of equal privileges to either, nor conflict with the open character of the system required by the Constitution. * * * We are very clearly of the opinion that the act of May 13, 1869, is constitutional, and that, while it remains in force, colored children are not entitled to admission into the common schools which are provided for the education of white children.

Look After the Eyes.

Multitudes of men and women have made their eyes weak for life by the two free uses of eyesight, reading small print and doing fine sewing. In view of these things, it is well to observe the following rules in the use of the eyes:

Avoid all sudden changes between light and darkness.

Never read by twilight on a very cloudy day.

Never sleep so that on waking the eyes shall open on the light of the window.

Do not use eyesight by light so scant that it requires an effort to discriminate.

Never read or sew directly in front of the light of a window.

It is best to have the light from above, or obliquely, or over the left shoulder.

Too much light creates a glare and pains and confuses the sight. The moment you are sensible of an effort to distinguish, that moment stop and talk, walk or ride.

As the sky is blue and the earth green, it would seem that the ceiling should be a bluish tinge, the carpet green, and the walls of some mellow tint.

The moment you are instinctively inclined to rub the eyes, that moment cease to use them.

If the eyelids are glued together on waking, do not forcibly open them, but apply saliva with the finger, and then wash your eyes and face with warm water.

Pithy Proverbs.

It is better to be flush in the pocket than in the face.

Cruelty is a draft upon humanity all are too poor to pay.

It is only when the rich are sick that they realize the importance of wealth.

The world cannot explain its own difficulties without the assistance of another.

We hear the rain fall, but not the snow. Bitter grief is loud, calm grief is silent.

You cannot dream yourself into a character, you must hammer and forge yourself one.

Most of our misfortunes are more supportable than the comments of our friends upon them.

Falsehood is often rocked by truth, but she soon outgrows her cradle, and discards her nurse.

Men who travel barefooted around a newly-carpeted bed-room, often find themselves on the wrong tack.

We are all hunters in the field of life. Some of us bring down our game, but most of us end in a wild goose chase.

Leisure is a very pleasant garment to look at, but it is a very bad one to wear. The ruin of millions may be traced to it.

Deserve friends and you will have them. The world is teeming with kind-hearted people, and you have only to carry a kind, sympathetic heart in your own bosom to call out goodness and friendliness from others.

Collegiate Department.

WILLIAM L. STONE, EDITOR.

All communications designed for this department of the paper must be addressed as above.

COLLEGES.

HARVARD.

The painting recently hung in Memorial Hall is a gift to the College, and is the likeness of Robert G. Shaw, Colonel of the 54th Massachusetts, one of the first regiments of colored troops. Colonel Shaw entered Harvard College in the class of 1860, left College before graduation, and after a few years spent in business in New York, went into the army, and was killed at Fort Wagner, July 18th, 1863.

At a meeting of the Freshman Class on October 14th the following officers were elected: President, J. A. Tufts; Vice-President, J. H. Mans; Secretary, T. F. Stimpson; Captain of the Nine, E. R. Hastings; Secretary and Treasurer of the Nine, J. B. Harding; Captain of Crew, A. P. Loring; Secretary and Treasurer of Crew, A. M. Sherwood; Captain of Eleven, S. Bullard.

By a vote of the Corporation, the shed and seats are to be removed from Jarvis Field, which will be properly graded before next summer. Students will not be allowed to exact entrance fees on any grounds owned or leased by the Corporation, nor to contest on such grounds with any but college clubs or associations.

YALE.

A University meeting, says the *Yale Current*, was held on the 21st inst. in the interest of the Foot Ball Club, at rather short notice. Mr. Fulton made a brief speech, saying that as it was generally understood that Mr. Tillinghast, the President, had resigned, the meeting had been called for the purpose of filling the vacancy. Mr. Tillinghast then stated that he had not resigned, but that, as he was unwell, he had been temporarily incapacitated from fulfilling the duties of the office, and suggested that the office of Vice-President be created to prevent any inconvenience in future. In answer to this suggestion, it was moved and carried that such an office be created. Mr. Fulton was then elected Vice-President, by a vote of 63 to 37. The Foot Ball Club has heretofore had no constitution, and, upon a motion of Mr. Mitchell, it was voted that the chair appoint a committee of five to draft one. Mr. Tillinghast said that he would publish the names of the committee in Wednesday's paper, and the meeting adjourned.

Gamma Nu held its Annual Jubilee on the evening of the 28th. The regular course of exercises was carried out by the active members. At the close of the exercises, the President of the society made a brief address of welcome to the old members. Speeches then followed from the graduates and upper class-men. Considerable enthusiasm was manifested. It was voted to repair the hall. Steps were taken toward the establishment of a prize fund of \$500, and to make arrangements to celebrate the twentieth anniversary of the society, next November, by holding a public jubilee. The subscription papers were circulated, and met with a liberal response. It is expected that a banquet will be held in connection with the exercises next year.

The *Yale Current* is responsible for the following:

At chapel, the other morning, a Senior, having paid his *devoirs* in due form, pulled his hat over his eyes and started for the door absorbed in Fawcett's little fiction. Wishing not to be interrupted, he took no notice when his elbow was jogged two or three times, but finally on a more decided effort to attract his attention he looked up, and to his consternation beheld the smiling countenance of the President, who said: "You will please keep your hat off when you pass down ahead of me."

The aforesaid Senior was thrown into the utmost confusion at this unexpected salutation, and only after much blushing and stammering, managed to ejaculate in answer: "Ah—ah—yes, sir. That'll be all right."

In place of the usual Seminary prayer meeting on the evening of the 23d, Prof. Hoppin gave a very interesting and instructive lecture on Mohammedanism. The applause which followed testified to the hearty appreciation of all who listened.

The contest between Yale and Columbia for supremacy at foot-ball, came off on Saturday last, and resulted in a victory for the "blue." In spite of the cold and dampness, quite a crowd assembled at the Park as spectators. The playing was of the most lively description, and men were continually "biting the dust."

MADISON.

Several of the classes in this old institution having been accused of "ponying," the editor of the *Madisonensis* waxed indignant, and writes as follows:

When it is said that "This University is remarkable for translations that are not original," it seems to us another way of accusing the classes of ponying. We don't know that we never saw a pony, nor that we never used one, for that matter, but we do contend that the university is not a ponying institution. We draw this conclusion from our personal knowledge on the subject. There may be in each of the classes, a few, who, some terms or parts of terms, may contend with their horses, but taking the course through and the total number of students, and we think we would be safe in saying that not one lesson out of fifty is got out with the aid of a pony. It isn't much of a sign of ponying when the professor continually urges and insists upon the student's giving a more liberal translation. Students know quite soon when any member or members of the class use this method of getting their recitations. We can say without the least hesitation, that there is not the general understanding that ponies are to be used or are used, but that they are not to be.

ASBURY.

It would seem that Asbury is not alone in her prosperity this year. We believe that never before in the history of the institution had she so large a number of students so early in the college year. The same seems to be true of all, or nearly all, the colleges and universities in the West.

MC KENDREE.

A short time since the students of McKendree College raised a flag in celebration of the occasion on which the largest number of students ever at one time in the college were enrolled, which is not only complimentary to President Locke, but also an indication of the general prosperity of institutions of learning. It seems to be true in educational interests as well as in Political Economy, that extremes follow each other; and as last year was remarkable for college rebellions and difficulties, the indications are that the college year '74-5 will be noted as the most prosperous ever known in the history of our colleges. So mote it be. —*Asbury Review*.

DARTMOUTH.

The catalogue for 1874-5 has on its faculty list 36 names. The summary of students is as follows: Medical Department—students, 78; Academical Department—seniors 48, juniors 69, sophomores 73, freshman 75—265; Scientific Department—first class 12, second class 13, third class 30, fourth class 22—77; Agricultural Department—senior class 11, middle class 8, junior class 14—33; Thayer Department—first class 2, second class 1—4; total, 457. There are of scholarships yielding from \$70 to \$100 a year, 23 State; 13 Ministerial; 4 Conference; and 79 others—119 in all. Besides these sources of aid to students there are

the Clark and the Simmons funds of \$5,000 and \$1,000. The fall term began on Thursday, August 29. There are two vacations of four weeks and ten weeks, and a recess of one week at Thanksgiving. Commencement June 24, 1875.

COLUMBIA.

The Columbia boat crew held a meeting November 24, and unanimously re-elected Captain Rees for the crew of '75—an election satisfactory to both crew and college. Though the crew has lost two of its last year's men, the prospects of winning are brighter at present than they were at this time a year ago, as they have two strong men to replace those they lose. It is believed, on good grounds, that the trustees will vote the \$5,000 asked for by the students to assist in putting up a large and beautiful boat-house on the Harlem. If this is given by the trustees, it is proposed to try and raise \$5,000 more among the alumni. The manner in which they will be reached is not fully determined, but at present it is proposed to send printed circulars, stating the object, to each one, and in a short time to call upon them in person and get any amount they may choose to give.

VERMONT UNIVERSITY.

The catalogue for 1874-75 gives the names of eight on the faculty roll, and 49 students. Fall term began first Thursday in September. Commencement is on Thursday, July 1st, 1875. There are three vacations of five, two, and nine weeks.

MISCELLANEOUS.

We had intended to have written a notice of the College Directors, which appears in the December number of that most excellent publication the *Old and New*. But the following remarks from the last number of the *Yale Current* expresses our views so exactly, that we take pleasure in quoting it in place of an original one of our own. Our readers will, we doubt not, be the gainers by this arrangement—

One cannot fail to be impressed on turning over its leaves, by the rapidity with which facilities for collegiate instruction are increasing. In numbers, if not in the quality of her universities, our country leads the world. We find, in fact, in the directory, the names of 244 institutions which claim to grade as colleges, with a total of nearly 45,000 students; and, though we cannot repress a feeling that it would be better if they would be consolidated into a few first class universities, and the major part of them called in accordance with their true nature, high schools and academies, yet this evidence of wide-spread effort toward intellectual culture is most encouraging. In view of the statistics of the directory, it is easy to coincide with the comment of the magazine: "At the bottom of all difficulties in the higher education here, when we look at the whole country, and not at one or another favored locality, is the difficulty of obtaining first-rate teachers in sufficient numbers."

Of the two hundred and thirty-four colleges in the list, five have more than a thousand students each. These are: Oberlin (both sexes), 1,330; Harvard (number not given in the list, but said by the *Magenta* to be 1,196); University of Michigan, 1,163; Columbia, 1,114; and Yale, 1,031. In looking at statistics recently published in regard to the German universities, we notice the curious coincidence that of the universities of the German Empire the same number, five have over a thousand students, and of these the smallest, that of Munich, has exactly the same number as Yale, 1,031. We were somewhat surprised at finding Yale rank fifth in numbers, and should be glad to see comparative statistics of the numbers going through a regular under-graduate academical course, in which the relative positions of the five colleges mentioned would probably be greatly changed.

In the statistics of Yale, one error is quite noticeable. The date of its foundation is put down as 1801, just a century too late. The total amount of benefactors to universities and colleges in the year 1873, was \$8,238,141, and the magazine predicts that in a few years the Northwestern university of Evanston, Ill., will be the richest institution in the country, as it possesses real estate," the prospective value of which, "at a period not far distant, ranges between ten and twenty millions of dollars."

TOO MUCH NEATNESS.—"We like," says that spicy sheet the *Denison Collegian*, "to see our students neat and careful in their dress and in a town where there are two ladies' seminaries there is no danger of great carelessness in arraying ourselves. But when we see a student devoting the whole time of a college course in experimenting with Bartlett's blacking, gaiterettes, variegated neckties, hair-brushes, perfumery, etc., we think a little more brushing up on his studies and a little less on his back, would be good for that fellow. The following is clipped from a leaf of a memoranda which a student unfortunately dropped in our sanctum: Expenses for fall term up to Nov. 20th—board, \$33; clothes, \$80; books, \$4; charity (washerwoman), \$12; tuition, \$10; neckties, \$10; coal oil, 50 cts.; cologne, \$2. This is nice, but very few students have the talent to support so much taste without neglecting the work proper to a college course."

Educational Press.

Brief Hints to Teachers.

Go-to school in season. Call school at the right time. Have the pupils come in promptly and quietly. Write out your order of exercises. Arrange your programme as well as you can. Carry it out to the minute. Consider it as necessary for you to follow it as for the children to follow it. Provide enough work for every pupil. Suppress whispering. Secure the co-operation of your pupils. Lead them to see that it is for their interest to have good order and a good school. Require hard study from the pupils. Lead them to love school. Give short lessons. Assign them so plainly that none may mistake their lessons. Have the lessons well studied. Require clearness, promptness and accuracy in recitation. A little, well known, is of great value. Let not "how much, but how well," be your motto. Do not assist the pupils at recitation. Cultivate their self reliance. Self help is their best help. Do not let them help each other. Excite an interest in study. Be enthusiastic yourself and you will make your pupils enthusiasts. Encourage those who need encouragement. Review often. Talk but little. Be quiet yourself. Speak kindly and mildly. Be firm. If you love the pupils, they will love you. Keep good order. Government is the main thing. —Teacher.

Misuse of Text Books.

We believe there is no other assistance to the work of education, so much perverted both by pupil and teacher as the text book. The pupil almost invariably regards his text book

as the traveler by rail regards his luncheon—something to be devoured. The great object of the pupil is to commit his work to memory—to recite definitions *verbatim*, and to answer the teachers queries, which by the way, are as mechanical as his own answers, precisely in the words of the book. By this process there is little acquired but a mere *word knowledge*. Ideas are nothing. The pupil is fully satisfied when he has the words, whether he has ideas or not. To the teacher the text book is a similar source of mischief. He regards the questions it proposes as all that is required in order fully to unfold the subject under consideration. He assumes that the author knew what was required when the work was prepared, and that if his pupils can answer all that is required under any special head, then they have certainly mastered every reasonable difficulty. We have seen teachers sit upon their chairs with professorial dignity and taking Hodgins' easy lessons in Geography, ask a class of juveniles the questions in regular order as they were laid down, and require from the class *verbatim* answers. We have seen such classes, too, apparently do well—at least do well enough to satisfy such a teacher that they were making rapid progress in geography. But on dispensing with the text book and cross examining such a class, as to how much they really understood, the result was most deplorable. Let the the questions be varied in the least—let them asked to explain in their own language any point or any difficulty; there was nothing but the vacant stare, or the limping, ungrammatical and blundering answer. Or even reverse the case. Take the text book away from the teacher. Ask him to *grind* a class on the *noun* or *verb*, and see how suddenly his professional dignity would disappear. All his props are removed, and with scarcely more success than the pupils themselves, he blunders through a disconnected and disjointed review of the prescribed work.—*Ontario Teacher*.

Press on Education.

James Lick's Estate.

The most remarkable auction sale of which history gives us any account was held on Tuesday last, in San Francisco. A portion of the immense estate of James Lick, given to trustees for public use, was sold for two millions of dollars. The residue was withdrawn for disposal at a future day.

James Lick is a native of Fredericksburg, Pennsylvania, who learned the trade of piano making in Philadelphia in the early years of this century. Having a taste for adventure, which was with him not incompatible with great industry and thrift, he went to South America, where he passed several years engaged in any business which offered. When the Mexican war threw California into our hands and the rumored discoveries of gold excited such interest among Americans on the Pacific Coast, Mr. Lick resolved to seek his fortune in El Dorado. His business in Peru was relentlessly sacrificed, and he started for San Francisco Bay with \$30,000 in cash. There were very few of the early emigrants who had any

such sum of money, and still fewer who had such a head-piece as was carried on the square shoulders of the Pennsylvania piano-maker. He bought a lot and a large adobe house on the northeast corner of Montgomery and Jackson streets, to keep his safe of doubloons in, and then began to look about him. He saw that a great town was sure to grow up on those sand hills, and he lost no time in selecting and buying the most eligible positions in the future city.

He is now 78 years old, and does not choose to wait until his death shall throw his property into the hands of bungling corporations and grasping heirs. He therefore made a deed in July last giving his whole estate to seven trustees, Thomas H. Selby, D. O. Mills, Henry M. Newhall, William Alvord, George H. Howard, James Otis, and John O. Earl, for uses and purposes therein specified. These purposes are of a remarkable character. Seven hundred thousand dollars are to be devoted to the construction, on the borders of Lake Tahoe, or elsewhere in the State of California, of a "powerful telescope, superior to and more powerful than any telescope ever yet made." This is to be constructed as rapidly as circumstances shall permit. Three hundred thousand dollars are to be used to found and endow an institution to be called "The California School of Mechanical Arts, the object and purpose of which shall be to educate males and females in the practical arts of life," to be open to all youths born in California. Two hundred and fifty thousand dollars are to be spent in building a monument designed to commemorate the history of California, and one hundred and fifty thousand are to be devoted to a bronze monument to Francis Scott Key, author of the "Star Spangled Banner." One hundred and fifty thousand dollars are to be spent in building free baths for the San Franciscoans, and one hundred thousand in establishing a home for old ladies who have no means of support. These are the principal purposes of the trust, though there are numerous gifts of \$25,000 and \$10,000 to various charities. The family of Mr. Lick are scantily remembered. He gives \$5,000 apiece for gravestones for those who are gone, and the same sum or less to those who survive—less than fifty thousand dollars in all. After these purposes are accomplished, the residue of his estate goes in equal portions to the California Academy of Sciences and the Society of California Pioneers, to be used in the erection of suitable buildings, and the purchase of libraries, scientific collections, apparatus, and other things useful to the advancement of science.

He reserves for himself the use and enjoyment during his life of his homestead property at San José, in Santa Clara County, which is to revert after his death to the two societies last mentioned; and he further charges that the trustees shall pay to him "such sums of money as he may from day to day or from week to week demand of them, not, however, exceeding the sum of twenty-five thousand dollars in any one year." It is said that it required some persuasion to induce him to reserve so large a sum as this for his own use. Such in short is a sketch of the most extraordinary public bequest of our time.—*N. Y. Tribune*.

Literary Department.

THE editor of this department of the JOURNAL will be happy to receive contributions of stories, poetry, and papers on miscellaneous subjects, and will be glad to encourage all the younger writers by publishing such articles as will, in his opinion, bear the scrutiny and suit the taste of the readers of the JOURNAL.

He will also be pleased to reply to any and all correspondents on subjects of a social character, etiquette, science, art, or on any subject which may be of interest to our patrons.

Please address communications intended for this department to—

EDITOR LITERARY DEPARTMENT,
New York School Journal,
89 Liberty Street, N. Y.

Evening Longings.

BY BJÖRNSTJERNE BJÖRNSSON.

I.

THE Princess sat high in her maiden-bower,
And the boy blew his horn below by the tower:—

*"Be silent, thou boy, why blowest thou so?
Thou hinderest my thoughts that afar would go
With the setting sun."*

II.

THE Princess sat high in her maiden-bower,
And the boy no longer blew by the tower:—

*"Why art thou so silent? Again thou must blow:
Thou helpst my thoughts that afar would go
With the setting sun."*

III.

THE Princess sat high in her maiden-bower,
And the boy blew again below by the tower
And then she wept in the eventide:

*"What do I then want, my God!" she sighed:
Then the sun went down.*

MISS SCRAG.

A Story in Two Parts.

BY AN OLD SCHOOL GIRL.

CHAPTER II.

[Concluded.]

"GOODNESS, Kittie! where have you been?" we ejaculated in amazement. "Hush! get up and come with me," said Kittie.

Obedying her command very quickly, and putting on a wrapper, we both crept cautiously down stairs, trembling at every shadow we saw and starting nervously at the creak of our shoes on the stairs. At last we reached the kitchen in safety.

"Ugh! how dark it is," said Kittie, "keep hold of my hand, Jen, or I'll lose you."

At last, after much knocking against chairs and running against walls, we got to the closet where the eatables were kept. Kittie found some biscuits and some kind of cut-up meat, and, without going through the small ceremony of inviting me to share her supper,

commenced to munch away with great satisfaction. Presently we asked, "Kittie, how in the world did you get out of that room, with the door locked, and where have you been hiding?"

"Hum," said Kittie, "what would you give to know? It's good everybody is not as stupid as you, Jen—for such a good prosy world as we would have then! Why, you little innocent, isn't there a ventilator over the door, and isn't it big enough to crawl through? and don't you know, you duck, that 'where there's a will there's a way.' I climbed out through there while all you carnally-minded folk were down at dinner, and I've been up in the loft among the boxes and trunks all day. Amused myself by counting my fingers and imagining the horror of you all when I was found wanting! It was a trifle monotonous, I grant you, but I've puzzled Miss Scrag, I guess," and Kittie laughed softly to herself, and gave my hand a triumphant squeeze.

"But, Kittie, what are you going to do now?" we questioned, "surely you won't go up in the garret again?"

"Oh, you little goose, of course not," said Kittie, "I am going to my own room and then come down stairs in the morning along with the rest of you. Catch me staying up there in that old barn any more! No, indeed, I'll tell Miss Scrag that the angels of fun and fancy helped me out, and that they gave me a moral lecture on the evils of disobedience, and that from this time forth I am going to be a perfect little cherub! I say, Jen," said Kittie, a new idea entering her ever-busy brain, "wouldn't it be fun if we could get to that barrel of apples in the hall closet, and finish up our supper with some of the 'rosy cheeks'?"

Every one of us girls always did as Kittie wanted, for she was somehow so winning even in her wickedness, that we were often led by her against our better judgments. This time we yielded, and slowly we felt our way out of the kitchen, through the dining-room to the hall.

"Dark as Egypt, isn't it?" said Kittie, "my sister, we must walk by faith!" and the little elf, holding fast by my hand and chuckling in the darkness, dragged us along with her. At last we found the hall closet.

"Good," said Kittie, "never give up. If at first you don't succeed, try, try again. In the words of our respected teacher, 'Young ladies, perseverance has ever been the attributes of all great minds.' How she would admire us now, Jen, if she were only here!"

Kittie opened the door, and was just about to put her hand into the barrel and get the apples when something sprang out, leaped over our shoulder,—fell—then scrambled off into the darkness. Kittie gave a terrible scream and fell right to the floor, and, then—oh, horrible! did not move. All was intensely quiet. "Kittie, Kittie! get up Kittie!" we whispered, in fearful suspense. Still perfect silence and utter darkness. It was frightful! We felt for Kittie's hand in the darkness—it was cold as ice. A terrible fear seized us, and forgetting all about the consequences of our being found down stairs at that time of night, we cried aloud, "Help! help! down stairs! help! quick! help, help!"

Presently, after a few moments that seemed as years, we heard movements up stairs, and a light, and then Miss Scrag and some of the girls with pale faces and anxious words. The light fell across Kittie lying on the floor, and, with an exclamation of dismay and terror, they all drew back, and covered their eyes from the sight before them! Dear Kittie's face was waxen and her eyes were staring and glassy—merry-hearted little Kittie was dead! With trembling lips and gentle hand Miss Scrag bent down and touched her. She drew back, and then said "Who knows how she came here?"

Then we told her all. What had caused the fall, the fright in the darkness, and of something jumping out of the closet. Just then a plaintive "me-ow" was heard, and there in the corner of the hall was Tabby. She had answered our question. It must have been that she was shut in there and jumped down from one of the shelves, and so frightened us so severely. We all knew that Kittie had the disease of the heart, and no doubt it was the sudden shock and fright that stopped its beating. Very gently did we carry Kittie up stairs, and with lips that were tight shut, and with, oh! such a pale face, did Miss Scrag perform the last sad offices for her old madcap pupil.

Oh, that dreary sad, sad morning that followed! The sun shone brightly and the sky was blue, but in our hearts there was no sunshine and in our lives there seemed to be no happiness. Oh, the last longing look at the face of a dear one! Oh, the agony intense when we feel that they are gone, gone before us!

Kittie was the merry sunbeam of the home, and we all felt cold and chill when the warmth of her bright young life and generous heart was taken from us.

Some years have rolled away since we saw the last of Kittie, but even now, when we think of how different it might have been if she had lived, there will arise in our mind the thought, that, if Miss Scrag had been one of those true souled teachers, who trust to a girl's honor, and are not continually restricting and forbidding by their presence, Kittie might have lived up to the faith that was put in her, might never have had need to be sent to the "Black Room," and might never have wandered down stairs that night, and might not—have left us so soon!

THE END.

The Ideal Occupation.

THERE are, doubtless, many who will say that the ideal occupation for any person is the one which is most intimately connected with the objects of his sympathies and his aspirations. I have certainly known cases which seemed to prove this view correct. But, on the other hand, the congenial occupation almost invariably becomes an old man of the mountain. It gets upon his back, twists its legs around his neck, and sometimes makes it hard for him to breathe. You see how this works, moreover, with some religious people. No one could be more unpleasant than certain persons who get into certain half business, half spiritual positions. Perhaps you have heard the agent of a Holy Land exploring society talk professionally, and from a business point of view, of some sacred place mentioned in the New Testament.—Scribner.

Points.

Eli S. Reinhold in the *Sunday School Times* calls attention to the fact that it is important that "the coming man" shall come from the bible school, and makes the assertion: "If the bible schools of our land will give their attention and labors to the boy of to-day, the coming man will take care of himself."—A missionary, when examining a class of Hindoo youths, asked the question: "What does 'walking with God' mean?" After some hesitation one of them answered: "It is to live as Mr. Wray does." What a compliment worth having that would be to any teacher in the land!—Rev. Alfred Taylor ironically asserts that in many churches and Sunday-schools the stale air is as carefully kept over from week to week as if there were a wholesome odor of religious truth in it. "The fact is," he says, "it gets preached to so often that it ought to be much better than it is." To help the matter as much as possible for the Sunday schools, many churches carefully put them into unventilated basements that are damp in summer, and furnace heated in winter beyond all hope of a morsel of vivifying air.—"What do you understand by tact in teaching?" was: "The art of getting children so interested that they will listen with their mouths open."—Said a man of the highest culture: "It takes all I know to make things plain."—"Mamma, tan Dod do you any fine he lites?" "Yes, dear." "Then why didn't he mate little boys and girls learned? Why didn't he put the letters and spelling right into my head?"

Wise and Otherwise.

Little Johnny's Composition.

THE ZEBRY.—To sho you wot a goose my sister is, wen she and me and father was to the menagerie we see the tiger, and about a hour after, wen we come to the zebry, and I wanted to stop, she said oh, come a long, you tejus boy, we see him once before. Now, wat is such a girl good for is wat I want to know.

In the pictur alphabet the zebry is all ways last, but if I made it Ide have him first cos he is n cer than a apple or a ape.

Once I was to a show were they had wile animils. It was a bout to begin, but I and some other boys was outside the tent, tryin to peep under, and I herd the man say Jim, have you waked up the lion? and another man said he had. And have you curried the Royal Bengal tiger? The other man said he done that too. Then, Jim, the hed shoman said jus rub up the dedly coby a bit, and wen the frocious gorilly gits done painthin them zebrys you help him into his skin. The wile zebry is said to be the swiftest of all animils, but I dont see how any boddy could measure of the groun and time 'em. Ide back Apology agin the best zebry on the turf, for its jes my blief that speed issent wot they runs to. Ide ast my sister's young man only he dont come to our house no more, cos wen he was here last week he said he didnt like dogs, and my sister she said any boddy wich didnt like dogs wasent nice, thats wot they was. Then he said he new wot make her like 'em, and that was cos Mister Chunly Perkins was so good as to wok home with her from church. Wen he said that you never see such an angry girl. She said if you dare to tok that way about my friends you better not, and went out of the room. Then he laught a little, and wissled a little, and stroked the cat a bit, and said was I gittin on with my animils, and got up to look at a pictur, and tutchted the piano, and ast if uncle Ned that it was Nana Sahib, and wakled out in the yard, and was intressed in compairin the ever greens along the wok, wich are all alike.

Then my sister she come back in the room, and went to the windo, and stud there all the wile he was in site, a-peepin threw the curtin. Then wen I said I wonderd if zebries was striped a like on both sides didnt she jus

come and give me a jolly good wigglin! But it was fun to see her a cryin insted of me.

No man with a strong arm has any business to let a girl shiver going home from singing-school.—*Rome Sent.*

MISS EMILY FAITHFULL is publishing in London a paper entitled "Women at Work," in which appears a record of thirty-nine avocations open to her sex, the wages paid, and the means of obtaining employment.

THE daughter of Baron Alphonse de Rothschild, notwithstanding the extreme improbability of her ever being thrown upon her own resources, has just passed at Paris the examination required for persons who intend to adopt the profession of teacher.

MRS. MARTHA HEMPSTEAD has just died at Waterford, Ct., aged ninety-one. She was a daughter of Mary Bill, the Revolutionary heroine, famous in history for giving her husband the following injunction when setting out for the war: "John, don't get shot in the back."

"The candles you sold me last were very bad," said Suett to a tallow chandler. "Indeed, sir, I am sorry for that." "Yes, sir, do you know that they burnt to the middle and then would burn no longer?" "You surprise me! What, sir, did they go out? No, sir, no, they burnt shorter."

THE following improbable story is told of the "Queen of Portugal," formerly Miss Hensler, a musical prodigy of Boston, Mass., and now morganatic wife of Don Ferdinand. In a late visit to a friend she admired a beautiful antique cameo in his collection of gems, and he gave it to her. She took from its place the brooch she wore, covered with precious stones, threw it out of the window, and replaced it by the antique gem. With tastes that have this effect it is fortunate she has a king on hand, even if it is only the left hand.

A ST. LOUIS correspondent of the Cincinnati Commercial has interviewed Miss Kellogg as to the training of prima donna, and why so few American girls succeed in that "branch of human endeavor." She says that the drill of first-class music-teachers in Europe would break down an American girl, because our girls don't have the physique, and will dissipate. Nilsson lives a peculiarly strict life, never for a moment indulging in anything like dissipating pleasure; and Patti, whom Miss Kellogg considers "the greatest prima donna of all time," trains like a prize-fighter. And then "digestion has as much to do with singing as anything else." "At a private party, some little time ago," says Miss K., "I was invited to dance, and declined. 'What!' exclaimed one of the young ladies present, 'don't you even dance? Why, what under the sun do you do for excitement?' And then I told her I had more excitement in one night in my profession than she could possibly have in a year. But American girls, as a rule, can't understand these things. They dance, stay out at night, eat late suppers, and then wonder why they are not prima donna. They break down their strength and destroy their endurance, and then go home disappointed."

Shall and Will.

As to shall and will, something may doubtless be done by study and by taking thought to check bad habits, and correct the result of unfortunate associations. The mistake most commonly made in the use of these words, and the one therefore most carefully to be avoided, is the use of will or shall, and of the corresponding would or should. Shall is much less often used for will. And yet in the word shilly-shally, which is upon everybody's lip, is petrified the rule and the example in regard to shall or will. Shilly-shally is merely a colloquial corruption of "shall I?" and thus express the condition of a man who

is vacillating between two courses of conduct. It has been made into a participle, perhaps even into a verb.

A man who stands "shilly-shallying about a woman," as the ladies say, doesn't know his own mind about her—a mental condition for which the sex has not the highest respect. Now, no one would say that a man stood asking himself, "Will I? Will I?" and yet such is essentially the mistake most frequently made in regard to the use of these words in conversation. We hear people say, "What will I do?" and even, "Will I do thus or so?" Among people of the Anglo-Saxon race and of average education the mistake, when made, most commonly takes the indicative form, thus, "I will go to bed (elegantly, retire) at 10 o'clock to-night," or, "We will breakfast at 8 to-morrow;" instead of, "I shall go to bed," etc. "We shall breakfast," etc.—*R. G. White.*

How True.

It would be better still if the requisition should demand that the candidate should spend at least one year in learning how to teach. There is no department of human industry in which skillfulness in the trade is of more importance, or in which the difference of remunerative labor between the adept and the apprentice is wider or more distinct. Nearly half our children are taught by children; for the Primary Departments, in which the younger teachers are chiefly employed, contain more than two-thirds of the whole number instructed. The most costly fabrics are not submitted by a sagacious manufacturer to the manipulation of a raw apprentice. The fitting of a diamond in its precious setting is not committed by a wise master to the youngest novice. But the formation of a plastic mind, the fashioning of a human soul, is left to the inexperienced hand of a young girl, when the light and skillful touch of the master is too rude for the important task.—*Supt. Thomas W. Field.*

Watching One's Self.

"When I was a boy," said an old man, "we had a schoolmaster who had an odd way of catching the idle boys. One day he called out to us, 'Boys, I must have a closer attention to your books. The first one that sees another idle I want you to inform me, and I will attend to the case.'"

"Ah!" thought I to myself, 'there is Joe Simmons that I don't like. I'll watch him, and if I see him look off his book, I'll tell.' It was not long before I saw Joe look off his book, and immediately I informed the master.

"Indeed!" said he, 'how did you know he was idle?'

"I saw him," said I.

"You did? And were your eyes on your book when you saw him?'

"I was caught, and I never watched for idle boys again."

If we are sufficiently watchful over our own conduct, we shall have no time to find fault with the conduct of others. Time is short, and if your cross be heavy, remember you have not far to carry it.

QUAINT LETTER FROM MR. LINCOLN.—The Birmingham Times prints a copy of an original letter of President Lincoln, now in possession of Hon. Henry R. Mygatt, of Oxford, to whom it was given by the confidential clerk of the Secretary of War, soon after it was written. It reads as follows:

EXECUTIVE MANSION,
WASHINGTON, Nov. 11, 1861. }

Hon. Secretary of War:

MY DEAR SIR:—I personally wish Jacob R. Freer, of New Jersey, to be appointed a colonel for a colored regiment, and this regardless of whether he can tell the exact shade of Julius Caesar's hair. Yours truly,

A. LINCOLN.

New York School Journal,

AND EDUCATIONAL NEWS.

OFFICE, No. 89 LIBERTY STREET.

PUBLISHED WEEKLY.

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AMOS M. KELLOGG, } Editors and Publishers.
J. W. MERRILL, }
WM. H. FARRELL, Business Agent.

The columns of this paper are always open to all educational writers for the discussion of any live subject pertaining to the cause of Education. We invite contributions from the pens of Teachers, Principals and Professors; all contributions to be subject to editorial approval. Our friends are requested to send us marked copies of all local papers containing school news or articles on educational subjects.

We cannot return unaccepted articles unless sufficient postage stamps are enclosed for that purpose.

We want a *SPECIAL AGENT* in every town to whom we will pay a liberal compensation. Send to Editors for terms, etc.

OFFICE, No. 89 LIBERTY STREET, NEW YORK.

About Ourselves.

It is the intention of the present publishers of the JOURNAL to do all that will make it useful as a representative of the school interests, but they feel that they would also like it to be entertaining to all who give it their support by their subscriptions. In conversation with many of the leading teachers, we found a general desire expressed for an enlargement of the literary department. And we have therefore determined to devote some space to serial and short stories, miscellaneous literary articles, and poetry, and such other matter as is generally found in the literary departments of newspapers. The work will be under the charge of Mr. J. W. MERRILL, who will exercise a refined taste and a careful judgment in the selection of sketches and stories for this department.

We mention these intentions of the publishers at this time in order that our present subscribers as well as those who may subscribe may know that everything which can with propriety be done in co-operation with the teachers shall be done to make the JOURNAL a pride to those whose profession it represents, and at the same time furnish entertainment and amusement to the members of that profession, which demands a combination of more patience, more labor, more nerve, and more brain than any other, and from the bonds of which both mind and body need occasional relief.

On the first of January, it is intend to enlarge the paper and present the feature proposed for the EDUCATIONAL NEWS—illustration. In doing this we count on the cordial support of the friends of education.

The Influence of the Teacher.

It cannot be too often said that the teacher stands at the fountain-head of influence. Not all, it is true, that a generation has of strength, of character, of purpose or of knowledge has been derived from the school; there are a thousand influences at work, each contributing something, to build up the complex structure we call *man*. Yet, the teacher occupies a place where he can, if he knows how, if he has

the disposition, stamp his own thought upon the minds of his pupils.

He can, by the magnetism that seems, as it were, to be always waiting at his desk, influence the pupil at his seat who is apparently ever waiting to be molded and directed. From the teacher's person there radiates a power that has no explanation or measure; it is not because of his office wholly, it is strengthened by that. It rather arises from the fact, that in the imaginative mind of the child, he is set up as the one who knows and understands and is capable of making it known and understood; the order that is required adds further the conception that he is to be obeyed. This personal power enables the teacher to do things that to the ordinary looker-on seem almost miraculous. The pupil is unconscious how much he is swayed; years after he can look back and see that he walked in a dream, and he wonders that the instructor did not bend him more to his will, for he is certain he was flexible and yielding.

Over the intellectual fortune of the pupil the teacher is undisputed master. There are few so brutish but that an enthusiastic man or woman will rouse in them an ambition to know the wonderful things hidden in books. They possess the power to render dark things plain, to make easy what seems difficult, to make good sense out of what is apparently stupidly meaningless.

More than this, the pupil feels, under the direction of his teacher, that he possesses a capacity to understand and investigate far beyond his ordinary self. He is inspired with power. It is not help that he gets from his teacher, it is a confidence in himself that he needed and that the treatment he receives continually strengthens his belief in himself. Hence, "studying at home" is and always will be a failure, not because no teacher is at hand to help, but because there is a lack of mental inspiration. Children, like soldiers, need a leader. The man who understands them evokes intellect where none seemed to exist. He puts them in a right relation to knowledge, and they are enabled to penetrate into the darkness that encompasses them.

But the greatest triumphs of the teacher are in the moral field. Children begin their lives as did our first parents—with temptation. And that man or woman who recognizes the fact that life, even for children, is a perpetual struggle, and gives the instruction, counsel and positive help needed to render them successful in their combats with this ever-present foe is indeed a benefactor. There are enough who can read homilies, enough to dispense sage counsel; but what is especially needed is one who has a lively sympathy, and yet is not foolishly deluded as most parents are. The true teacher can exercise a more potent influence, morally, than most parents, because he takes it for granted that the child is weak, and is not disappointed if he finds it has fallen into error. He is, therefore, continually endeavoring to "pour on motives" of the highest and best kind, to rouse the slumbering conscience, to develop a desire for mastery over the easily besetting sin.

Let the teacher then receive all honor for his magnificent though unseen and unhonored work. Those who visit his school on gala

days, who hear the song, the recitation and the declamation, and praise him when these are well done, know little of his toil, his skillful management, his long and patient efforts to induce and train the thinking and judging powers, his unwearied attempts to set right-doing up as a beautiful statue to be constantly admired. The true value of the land lies in its upright, its honest though obscure teachers.

Teacher's Salaries.

THE proposition to reduce the salaries of the teachers of this city, has been met with an emphatic protest. There is not a single newspaper but has expressed its judgment in the matter, in the form of decided disapprobation. The schools are now being carried on with as few teachers as possible, and at the lowest rates possible, and at the same time turn out fair work. If there is any one thing that should be done, if it could be, that one is, to provide more teachers, aye and better ones; but this cannot be without an increased charge.

The most serious trouble that arises from the intimation of lowering the salaries, has been hinted at in the *Tribune*. It unsettles the minds of the teachers, they plan to go into other business; they lose their interest, and the public lose the services of skillfully trained men and women. Indeed the discussion of the question has probably done a damage that might be reckoned at five per cent. on the efficiency of the *corps* of instruction.

We trust that this matter will not only be settled for this year, but for coming time. Let every teacher understand that as the President of the United States cannot have his salary increased, so theirs cannot be diminished.

Another point. If any body of men are to say what the teacher's salaries are to be, then we hold the Board of Education is that body; that is their prerogative; they appoint the teachers; they know their value.

Obituary.

There are few of the teachers of New York City who have not known by sight, at least, William F. Havemeyer, who on Monday last suddenly passed away from both his official and earthly relations. He was a warm and firm friend to the teachers, himself a liberally educated man, and often have his beaming features been seen at the examinations and receptions. He took an unusual interest in the progress of education, and had he not been so deeply immersed in politics, would doubtless have identified himself most intimately with every onward movement.

He had a rugged positive nature, and expressed his opinions regardless of nothing but the truth, as he perceived it. In his business relations he showed sterling honesty and a high tone of mercantile sentiment. He was willing to help others, was gentle and benevolent in heart and act, though in his language appeared sometimes rough; but ungracious language with him was sometimes assumed to cover his feelings. He appears to have been willing through life to give his time for the benefit of others, especially for the friendless.

and to have been charitable in secret, having a hatred of pretense.

He was born in this city, on February 12, 1804. His parents were German, and came to this country in the latter part of the last century. He received a liberal education before he entered Columbia College in 1819. He is spoken of by one of his school-fellows as having been a good-tempered and companionable boy, of aptness in learning.

He was elected Mayor in 1844, and again in 1848. In the reform movement of 1871 he took a prominent part, and in 1872 was chosen Mayor.

His death was very sudden, as he appeared to be in vigorous health. It appears to have been caused by apoplexy brought on by a long walk. He died in his office at his desk on the 30th of November. A multitude of friends mourn his decease, for he wished only good to his fellow men and honor to his native city.

Mirth, Music and Mimicry.

DR. J. JAY VILLERS, the American humorist, will deliver his famous lecture, entitled the "Funny People We Meet," at the fine armory of the 12th Regiment, corner of Broadway and 45th Street, on Wednesday evening, December 9th, 1874. Tickets at armory and music stores.

The College of the City of New York.

The Trustees of the College of the City of New York met on Wednesday afternoon at the hall of the Board of Education. The Annual Report of the Trustees was presented and ordered to be printed. The report of the faculty was presented by the President of the College, General Webb, and also ordered to be printed. The Trustees then adjourned.

THE BOARD OF EDUCATION.

Present—Commissioners Neilson, Baker, Beardslee, Brown, Dowd, Farr, Fuller, Halsted, Klamroth, Lewis, Man, Patterson, Seligman, Troad, West, Wetmore, Townsend, Kelley, Jenkins and Matthewson.

Absent—Vermilye.

President Neilson made the following remarks:

GENTLEMEN—We have held our meeting this evening under circumstances peculiarly sad and solemn. A part of the administration of the city government conducting its business—while the whole city is in mourning for its official head whose body lies yet unburied among us. I would have arrested your proceedings at an earlier stage, and called your attention to our common bereavement, but that the business requiring your consideration was imperative in its demands now just at the close of the year, and much of it by statute mandatory for this particular day. And because I know that if he who now lies cold and insensible, stript by the hand of death of all earthly power and office, could speak, he would bid us attend to the public business and forget not our duty to the living in our respect and sorrow for the dead.

I have known Mr. Havemeyer intimately for almost half a century, and my association with him during that time has been exceedingly

pleasant. Our official relations have brought us much together, and I hesitate not to bear my testimony that he was an honest man and a pure, incorruptable and independent public officer.

From him, gentlemen, as the agent of the city under the law, we derive the offices which we now fill in this place, and he ever expressed himself as realizing that no part of his official duty was so important as his selection of the men to take charge of the instruction of the youth of this city. It is not my intention to detain you while I add to the panegyrics which have been and are yet to be pronounced upon our deceased Mayor. Removed now from the arena of political strife, the calm retrospection of the public mind will do justice to his kindness of heart, his intelligence and his uprightness; and their sober judgment will be, that, though, in some of his views, he was not in accord with the sentiment of many who considered they had the right to advise him, yet that he was controlled in his acts by an honest conviction that he was consulting the best interests of our city and her citizens.

While in common with my fellow citizens I sorrow the death of a faithful magistrate, I, myself, mourn the loss of an old and sincere personal friend.

The report presented by the Committee on the Nautical School was taken up and adopted. The Committee on Teachers recommended the appointment of Mrs. Emily M. Greenwood for Principal of P. S. No. 22. Adopted. The Committee on Salaries reported that it had considered the subject of the salaries of the Superintendent and the Assistant Superintendent, and recommend they remain as they now are.

On motion the Board proceeded to ballot for a City Superintendent and six Assistant Superintendents for the term of two years. The President appointed Commissioners Townsend and Beardslee as tellers. On counting the votes, the President announced that Henry Kiddle was elected as City Superintendent, and Thomas F. Harrison, Norman A. Calkins, John H. Fanning, William Jones, John Jasper and Arthur McMullin were elected as Assistant Superintendents.

Commissioner Seligman offered a resolution that the Superintendents receive the same salaries as heretofore. Adopted.

A resolution was offered that Wm. P. Craft be appointed a Trustee in place of John Robinson, and John L. Townsend in place of Lawson N. Fuller. Also the appointment of Trustees as per statute. Commissioner Kelly moved a division, so that each one would be voted on separately.

Commissioner Patterson said he was surprised to see the Committee had omitted the names of some who had done excellent service.

Commissioner West said he should vote for the persons named in the report, as it was impossible to please all.

The following gentlemen were chosen as Trustees for the several wards:

2d Ward.	William D. Craft.
12th "	John L. Tonnelly.
1st "	Michael Duffy.
2d "	Michael Ryan.
3d "	Jas. J. Thompson.
4th "	John B. Shea.

5th ward.	Andrew W. Leggett.
6th "	Timothy Brennan.
7th "	John H. Bochen.
8th "	Austin Leake.
9th "	Wm. H. Ely.
10th "	Francis H. Wiseman.
11th "	Edward Michling.
12th "	Charles Cray.
13th "	Francis Cohn.
14th "	Wm. Lynch.
15th "	Edward Schell.
16th "	James Harrison.
17th "	Theodore H. Mead.
18th "	Francis H. Weeks.
19th "	Charles H. Wilson.
20th "	Thomas Maher.
21st "	Bernard Cohen.
22d "	John Morgan.
23d "	George C. Mamner.
24th "	George H. Moller.

The Committee on sites, recommended the appropriation of \$9,000 to purchase lots on 157th street. Adopted.

The Committee on By-laws (Compulsory Commissioner Kelley made an unsuccessful attempt to substitute the name of Richard Kelly for Charles H. Wilson, in the 19th Ward, but only three votes could be obtained, and so the regular nominees were all elected Education), brought in a report which was ordered to be printed and made the special order for the next meeting.

It proposes that a census of the children shall be kept of each district, the district being the territory embraced by set boundaries around each school house; to appoint eight truant agents and one truant superintendent.

The Committee on evening schools, recommended the appointment of

Elizabeth Doyle,	Mary L. De Witt,
Lewis M. Kolb,	Olivia McDowell,
Edgar Vanderbilt,	Eliza G. Haughey,
William M. Lawrence,	Andrew H. Hart.

Which was concurred in.

The Committee on Normal Schools, recommended that the contract for the iron railing, should be given to Boese Brothers, as another firm had declined it. Adopted.

The Auditing Committee reported a claim had been placed before them for \$15.98 for postage expended by the principals of Male Grammar Schools No. 2 and 31, and Female Grammar School No. 12, and begged to be discharged from further consideration of the case.

Same Committee recommended the payment of a bill of \$44 for carriage hire. Commissioner West explained that this item was for the carriages, when the Mayor of Dublin visited the schools.

The Committee on Finance, recommended the purchase of a site on 75th street, price \$17,000, which was adopted.

Commissioner Beardslee introduced the following resolution:—That the salaries to be paid to teachers and the allowance to be made to the respective wards, for incidental expenses for 1875, be based upon the average attendance for 1874, found by adding together the whole number of pupils present morning and afternoon, and dividing by 408, and so in proportion for new or closed schools. Adopted.

A resolution was brought in by Commissioner Townsend, authorizing the appointment

of additional clerks to assist on the census returns.

The President made some remarks relative to the sudden death of Mayor Havemeyer. Commissioner Farr offered a set of resolutions testifying to the high regard of the Board for his upright character. Commissioner Beardslee then offered some additional resolutions, which Commissioner Halsted moved to consolidate with Commissioner Farr's. After remarks by Commissioners West, Matthewson, the Board adjourned. These were seconded by Commissioner Baker.

Resolved, that this Board desires to express its sincere regret at the death of the Chief Magistrate of this city, William F. Havemeyer, and to bear testimony to the integrity and firmness with which, during the past two years, the duties of his high office have been performed.

Resolved, that in the death of Mr. Havemeyer, not only an upright and fearless magistrate, but a worthy and conscientious citizen, by whose eminent and public spirited service, its interests have been greatly promoted.

Resolved, that the Board sympathize with the family and friends of the deceased in the afflictive visitation of Providence, by which they have lost an affectionate husband and father, a generous and devoted friend.

Resolved, that the Board will attend the funeral in a body and wear the usual badge of mourning.

Good Advice.

"I am greatly pleased with the JOURNAL. I have learned from it what has been of incalculable value to me in my school-room. Every teacher ought to read it."

SUPT. J. R. M.

The Grand Conservatory of Music.

LAST evening at the hall of this institution, Fifth avenue and Sixteenth street, Prof. Philip Lawrence, the eloquentist, gave an entertainment, during which he spoke on "eloquence," and gave with several of his pupils a number of selections from standard authors. There was a fine audience present and the readers were liberally applauded. Prof. Eberhard, the General Director of the Grand Conservatory, is making every effort to secure for his Wednesday evening soirees, attractions of a high order that shall tend to cultivate as well as entertain his pupils, and he has every reason to congratulate himself upon his success.

A LADY in Saltzburg, Minn., a few days since, saw a squirrel sitting on the gate-post in front of her house. She took her husband's gun, cocked both barrels, and fired one and killed the squirrel. In setting the gun down again, however, she jarred it enough to discharge the other barrel, which sent its contents through her heart. Her husband, who witnessed the shooting of the squirrel, started for the house to congratulate her on her marksmanship, but was horrified to see her drop dead on the threshold.

THE NEW YORK SCHOOL JOURNAL AND EDUCATIONAL NEWS is an educational weekly in the form of a sixteen page quarto. It is typographically neat, and is acquitting itself well in the journalistic department it has chosen to fill. It is superior as an educational newspaper, including both common schools and colleges in its weekly digest of education and intelligence.—*Levi-burgh Chronicle*, Nov. 13.

Correspondence.

OWL'S NEST, NOV. 21, 1874.

To the Editor of the N. Y. School Journal:

In my last, I told you about Smike's rats and Skittle's comments thereon, and now I am haunted by another subject—not exactly ratholes, but something akin to ratholes. I don't think I can do better than to hand it over to you, just as it came to me without untying it.

Jane and Sam called at the Owl's Nest a few days since. As usual we got to talking about schools. I found Jane who "lets on" only when she has something to tell, did not feel quite right. She did not say that she wished she could get married and give up teaching, but if she thought it, I should not blame her, after hearing the cause of her complaint. I give you the story in her own words.

"Ever since the right to use the ratan has been taken away, things have gone hard in our school, but now we have another source of misrule. Of late our school, owing to the opening of uptown schools, has lost more pupils than usual. The result is, that principal and teachers, doing as the Romans do, use every effort to keep pupils from leaving to go to another school, and if one leaves, the teacher of the class is expected to get him to come back if she can. Now the fact is, that a boy who leaves for another school, in nine cases out of ten, is either stupid or bad. If he is stupid a teacher just puts a clog on her class, and if he is bad before leaving the class he is twice bad after being coaxed back. I want to know how a teacher is to do anything with a bad boy after she shows him that she will go through the mean job of coaxing him away from another school rather than lose him. It is bad enough to have the school system ratholed, but to have the ratholes all lead in, and then to go outside and *blow your trumpet* is too much. Every teacher, principal and superintendent knows, and the whole Board might know that we teachers have to submit to any amount of impudence and insubordination as it is, but when it comes to coaxing back into a class a bad boy who ought to have been brought under or expelled long before, it is too much. It makes me feel mean to do it, and still meaner to put up with the boy afterwards; for as you must see he can have it all his own way."

"Jane," said I, "I think you stretch it a little. I have been teaching ten years, but I have heard nothing of this before. When one of our boys goes, he just goes and that is all there is of it. If he is a good boy, we bid him God speed and let him go; if he is a bad boy—a very bad boy, an out and out pirate, we keep our ratholes wide open and bid him God speed too, and if we hear of him in Grammar School No. 496, we don't go after him."

"That is all very well for you in a school where you have more boys than you know what to do with," said Jane, "I think I once heard of a principal who was situated very much as you are. His school was so crowded with picked boys, that he not only never went after his rats, but after having thrust them out into the schools of his neighbors and stopped his in ratholes, he even went so far as to say

it was a disgrace to our 'boasted civilization,' for the other tartar-catchers to exercise their right arms pieced out with a ratan."

"Never heard of that man," said I.

"Well, it is no matter whether you have or not," said Jane, "but if you will inquire, you will find that all over the city there is going on a regular game of 'catch who catch can,' a grab game in fact. And a pretty figure we cut in the eyes of our pupils and their parents. One set of teachers carrying on an undermining game against another set of teachers, until both parties must be looked upon as a set of squabbling politicians. I say it's a shame that we should have such a system, which, while it is full of mischief to parents and pupils, also compels us women to do such mean things. I just wish I were a man. There!"

"What for," said I. I didn't know what else to say, and I thought I must say something. You would have said or done something yourself, Mr. Editor, had you seen Jane bring her fist—yes, her fist, down upon the table, and then get up and walk the room, as if she were just ready to walk into the whole Board of Education. [You know I have told you that our Jane is one of the large waisted, broad chested women. You can get a pretty good idea of her from the statue of Minerva Medica in the Mercantile Reading Room.]

"What for? So that I might do something that did not oblige me to give up my—my manhood," said Jane.

"I am not sure," said I, "that even if you were a man, you could get on in New York, without giving up a part of your manhood. Skittles says he knows of two or three who have tried to stick to their high moral principles, and they are all what Skittle calls 'seedy devils.'"

"That's just it exactly," said Sam. "I have always stuck to high moral principles myself, and while I have somehow kept soul and body together, I find it a hard scratch to keep decent clothes and body together. In fact I can't always do it, and it all comes from sticking to high moral principles."

"Every horse is an animal, but every animal is not a horse," said I.

"No, some of them are mules," said Sam, with so innocent a look, that I don't think my shot touched him. But Sam has knack, for he just got up from his chair and put his arm round Jane in a way in which I could not have done it, and said, as only Sam can say it, "Jenny, my dear, I am sorry you cannot be a man if you wish it, but I should be mighty sorry for myself, far though from sticking to high moral principles, I have become one of Skittle's seedy devils. I could not think of parting with a sister, Jenny, at any price."

"There, that will do, Sam," said Jane, as Sam put a period to his sentence with a kiss. Jane sat down then, and seemed quite like herself again—quite willing to go on, being a woman. How I do envy Sam his knack with women and children. "How is it you do it?" said I to Sam after Jane had left us.

"Don't know," said Sam, "any more than I know why I don't get on while sticking to high moral principles. As to women, Whilom, it's instinct and three years' hard knocks in California, and the tussle I had with Old

Shovelemin, and sundry other little bits of experience, but mostly instinct. Whilom, mostly instinct. When I hear a woman wish herself a man, I know her soul is in a tight place, and instinct tells me to do that thing which makes her glad that she is a woman."

"But still, Sam," said I, "you say and do things that I should not dare to say and do, and yet all you say and do seems just the thing." I had not forgotten how Sam comforted the poor girl, who believed that the competent teacher has only to teach with zeal to command order.

"Whilom," said Sam, drawing himself up, and putting on the air of Parson Slow Coach, of Sam's early memory. "Whilom, be loyal to the rights of every woman that ever the Lord made, or the devil spoiled, and you can't get far out of the way. Thus shall love for all humanity take up its dwelling in your soul, even as the Heathen Chinese planteth himself in the deserted cabin on the slope of the Rockies; thus shall joy bubble up in your heart, even as the clear water spired up out of the spring down in Uncle Si's pasture, and so shall you be blessed, evermore. Amen."

I could not say one word. But to go back to the subject of my letter; if what Jane tells me about the grab game is true, I must look into it, for my soul can have no rest as long as there is the slightest hitch in our glorious school system. Yours,

JOHN W. SAXON.

Intelligence.

MR. FRANCIS COGSWELL, late master of the Putnam Grammar School, East Cambridge, has been appointed superintendent in Cambridge, and has already entered upon his duties. This is a well-merited compliment to an excellent teacher, and one who possesses the requisites in a high degree for a successful superintendent. The appointment gives great satisfaction to his fellow-teachers, and to the community at large, in which Mr. C. is held in high esteem as a teacher and man.

Reunion of the Putnam Grammar School. Harugari Hall, East Cambridge, was the theatre of a pleasant gathering.

A number of his pupils, past and present, conceived the idea of a reunion of all his scholars as a compliment to their old teacher, and a design was carried out, a large number of the pupils of the school gathering at Harugari Hall. A "Song of Greeting," written by Maurice D. Clark, one of them, opened the exercises. Babson S. Ladd, of '62, delivered the preliminary address, and Miss S. M. Burnham read a brief history of the school for the past twenty years. Miss Emma Vogt then presented to Mr. Cogswell, in behalf of the pupils, old and new, a beautiful gold watch, chain, and seal. Mr. Cogswell responded briefly, accepting the gift. He was followed by Mr. William Savage, who presented also, on behalf of the pupils, a valuable box of geologic specimens, with a large microscope, to Miss S. M. Burnham, one of the oldest and most popular teachers of the school. Brief speeches were made by Dr. Taylor, E. B. Hale, Rev. H. K. Pevear and others. A letter from Chas. J. McIntire was read, giving a record of the connection of the graduates of the school with the army, after which supper was served in the upper hall, and the remainder of the evening passed in a social way.

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Odds and Ends.

SCENE.—A tall ladder leaning against a house. A nigger at the top, and a hog scratching his hide against it at the bottom. "G-way—g-way, dar! You're makin' mischief."

SAID a man to the Mayor of New London, whom he met at the State fair. "I have seen beets in California as big as I am." "I beg your pardon," said the Mayor, "but I think you deceive yourself."

THE New Haven Register relates that an actor at one of the theatres was called out four times in one evening, not long ago, twice by a sheriff, once by a tailor, and once by an irresistible desire to imbibe.

A "BIG INDIAN" strayed away from his camp and got lost. Inquiring the way back, he was asked if he was lost. "No," said he, disdainfully, "Indian no lost; wigwam lost!" Striking his breast, he exclaimed, "Indian here!"

A COLLEGIATE, enlightening a farmer upon animalculæ, applied his microscope to the cheese, saying: "Now look, and see them wiggle." "Well," said the farmer, cramming the cheese into his mouth, "I can stand it as long as they can."

THE friends of a wit, expressing some surprise that, with his age and fondness for the bottle, he should have thought it worth while to marry. "A wife was necessary," he said; "they began to say of me that I drank too much for a single man."

"I TELL YOU," said a Wisconsin man to a neighbor, next day after burying his wife, "when I came to get into bed, and lay thar, and not hearing Lucinda jawing around for an hour and a half, it just made me feel as if I'd moved into a strange country."

A GERMAN who was asked if lager beer was intoxicating, replied: "Vell, I trinks from seventy to eighty glasses a day, and I feel all straight in mine upper story for any kind of beesiness, but I can't tell vat it would do mit men vat makes a swill-tub of himself."

A PENNSYLVANIA seven-year-old was reproved lately for playing out-door with boys; she was too big for that now. But, with all imaginable innocence, she replied: "Why, gramma, the bigger we grow the better we like them." Gramma took time to think.

THE retiring editor of a Southern paper proudly boasts that he has never been "horse-whipped, revolvered, knifed, kicked, licked, bricked, pummeled or cussed for anything said, written, done or left undone as an editor, and in ceasing to be one I am filled with a melancholy sadness."

A WRITER in the Californian delivers a Sunday School address, of which the following passage is an example: "You boys ought to be kind to your little sisters. I once knew a bad boy who struck his little sister a blow over the eye. Although she didn't fade and die in the early summer-time, when the June roses were blowing, with their sweet words of forgiveness on her pallid lips, she rose up and hit him over the head with a rolling-pin, so that he couldn't go to Sunday School for more than a month, on account of not being able to put his best hat on."

A VERY vain preacher, having delivered a sermon in the hearing of the Rev. Robert Hall, pressed him, with a mixture of self complacency and injudiciousness to state what he thought of the sermon. Mr. Hall remained silent for some time, hoping that his silence would be rightly interpreted, but this only caused the question to be pressed with greater earnestness. At length Mr. Hall admitted, "There was one very fine passage." "I am rejoiced to hear you say so. Pray, sir, which was it?" "Why, sir, it was the passage from the pulpit to the vestry."

Book Notices.

OUTLINES OF THE WORLD'S HISTORY. ANCIENT, MEDIEVAL AND MODERN, WITH SPECIAL RELATION TO THE HISTORY OF CIVILIZATION AND THE PROGRESS OF MANKIND. By William Swinton. New York and Chicago: Iverson, Blakeman & Taylor & Co. 498 pp. Price, \$2.00.

The aim of the author is well set forth in this title; he does not attempt to give merely, or chiefly, an account of royal personages, of battles, and political changes. Our historians have concerned themselves about these things far too much. In the preface the author treats of "History in its Modern Sense; that is to say, history as a showing forth of the life of nations, in place of history as a mere biography of kings, or the records of battles and sieges, of dynasties and courts." This is the history he has here tried to write; and we certainly regard his effort as very successful. He devotes 56 pp. to the Oriental Nations; 64 to Greece; 79 to Rome; 91 to the Middle Ages; and 185 to Modern Peoples, and brings the history down to the close of the Franco-Prussian War. The maps and pictures are numerous and instructive. The author very properly bases history on geography, and accompanies his maps with questions. Many of his pictures are intended to be portraits of historical characters. We commend the marginal notes or titles as invaluable help in remembering the text. Much of what is commonly given as history—dates, battles, campaigns, lists of sovereigns, &c., is here presented in a tabular form. These tables are compact, well arranged, and easily understood. The arrangement for reviews at the end of many of the sections is good. An excellent feature is the list of ancient deities, and of eminent men. These lists present short biographies, and will save much labor with reference book. The lists of great inventions with their dates are of similar value. The index is quiet full, and good. We confess to a belief that this book is about as good a one as can be made.

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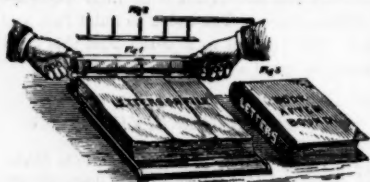
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